

Northern Tier DI Schools 2007-2008
Winter to Spring Reading Mastery Intervention/Progress Monitoring Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p>* First timed read of passage with <i>intensive</i> and <i>strategic</i> students. (document)</p> <p>* <i>Reciprocal Read</i> (word by word) routine with <i>intensive</i> and <i>strategic</i> students as a <u>group</u>.</p> <p>* Repeat <i>Reciprocal Read</i> routine with <i>intensive</i> students 1:1.</p> <p>* <i>Intensive</i> and <i>strategic</i> students code the passage for punctuation.</p>	<p>* <i>Echo Read</i> (sentence by sentence) routine with <i>intensive</i> and <i>strategic</i> students.</p> <p>* Repeat <i>Echo Read</i> routine with <i>intensive</i> students 1:1.</p> <p>* <i>Intensive</i> and <i>strategic</i> students code the sentences for voice used.</p>	<p>* <i>Read Around</i> (students take turns each reading a sentence w/the intent of making it sound like one voice) routine with <i>intensive</i> and <i>strategic</i> students.</p> <p>* <i>Echo Read</i> entire paragraphs or strings of dialog with <i>intensive</i> students 1:1.</p>	<p>* <i>Partner Read</i> with <i>intensive</i> and <i>strategic</i> students.</p> <p>* Final timed read of passage with the <i>intensive</i> and <i>strategic</i> students. (document)</p>	<p>Document Cold Reads on Uncontrolled Text</p> <p>*RMSE K-1 – Go back 10-20 lessons (do NOT use check out passages)</p> <p>*RMSE 2 – photocopy text from book choosing one w/200+ words</p> <p>*ERI RM Fluency Passages or Independent Readers Fluency Passages</p> <p>* Previously used DIBELS progress monitoring passage</p>
<p>Circle in Crayon</p> <p><u>Red</u> = ending punctuation (Stop)</p> <p><u>Yellow</u> = commas (Pause)</p> <p><u>Green</u> = quotation marks (Go in a different voice)</p>	<p>Highlight each Sentence</p> <p><u>Pink</u> = statements (Say it)</p> <p><u>Blue</u> = questions (Ask it)</p> <p><u>Orange</u> = exclamations (Shout it)</p>			

Note: 3rd grade intensive and strategic students in RMSE 2/3 or HC/D have the option of adding an *Echo Read Sentence by Sentence* on Tuesdays and an *Echo Read Paragraph by Paragraph* on Wednesdays (passages to be announced). This will provide these students with some practice with the non-fiction vocabulary utilized on many of the 3rd grade DIBELS ORF tests. Again, this is an option for 3rd grade intensive and strategic students in RM 2/3 or HC/D.

Administration Notes

In addition to students being **taught to mastery with each lesson** and **meeting average times on checkouts**, the following trends are noted for those students that pass DIBELS ORF Spring benchmarks for each grade level.

<u>Keys to 1st Grade</u>	<u>Keys to 2nd Grade</u>	<u>Keys to 3rd Grade</u>
<ul style="list-style-type: none">• RMSE 1 Lessons 65-90 plus average times on checkouts• VCV automaticity• Students who read with tracking and tapping, good phrasing, and expression	<ul style="list-style-type: none">• Strength with the alphabetic principle• VCV automaticity• RMSE 2 + Lesson 1-65• Students who read with tracking and tapping, good phrasing, and expression	<ul style="list-style-type: none">• RMSE 2 + Lessons 70-140.• RMSE 3 + or HC/D Lesson 76• Students who read with tracking and tapping, good phrasing, and expression.

DIBELS NWF is the best determiner of reading skill in kindergarten. A few things to know about this subtest and Reading Mastery-

- NWF tests student's ability to either *say individual sounds* in words or *blend to whole words* (student choice) with pseudowords.
- Each nonsense word consists of "regular" consonant sounds and only short vowel sounds.
- By RMSE K Lesson 108, all of the short vowel sounds have been introduced, but all of the consonant sounds have not been taught until the end of RMSE K Lesson 160. This is why progress, at mastery level is so critical for kindergarten groups.

Additional Notes:

- It has been recommended that the students in 3rd grade participate in the activities dealing with coding punctuation (Monday) and coding sentences (Tuesday). In order for this to be possible, each intensive and strategic student would need a copy of the passage. Students may read out the text for the repeated readings in order to save paper.
- Sentence stems are highlighted the same color as the punctuation mark indicates. (Ex. – She said, "I am mad!" All five words are orange.)
- Third grade passages must be lengthy enough to practice fluency endurance. To achieve this, have 3rd grade students practice with 200+ word passages. It would be too tedious for students to color-code all of the sentences. Only color-code question and exclamation marks.
- In a shortened week, give priority to M-T plans.